



**Rape Prevention Education  
Guidance Document  
SHIFTING BOUNDARIES**

Updated October 23<sup>rd</sup>, 2023

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## RPE Grant Overview

The RPE program works to prevent sexual violence by providing funding to state and territorial health departments in all 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and state, territorial, and tribal sexual assault coalitions. The RPE program recipients work collaboratively with diverse stakeholders including educational institutions, rape crisis centers, community organizations, and other state agency partners to guide the implementation and evaluation of their state sexual violence prevention efforts.

CDC supports this work by providing tools, training, and technical assistance to RPE programs to promote the implementation and evaluation of programs, practices, and policies based on the best available evidence to prevent sexual violence.

The RPE program is authorized through the Violence Against Women Act (VAWA), passed by Congress in 1994, and most recently reauthorized in 2022. In 2016, CDC received additional funding to support program evaluation research on programs implemented through RPE. Descriptions of these programs are available on CDC's Funded Research page under the "2016" section.

Primary prevention—stopping sexual violence before it begins—is the focus of the RPE program. Program activities are guided by a set of principles that include:

- Preventing the first-time occurrence of sexual violence
- Reducing risk factors and enhancing protective factors linked to sexual violence perpetration and victimization
- Using the best available evidence when planning, implementing, and evaluating prevention programs
- Implementing comprehensive strategies that address individual, relationship, community, and societal factors
- Analyzing state and community data, such as health and safety data, to inform program decisions and monitor trends
- Evaluating prevention efforts and using the results to improve future program plans

The RPE program encourages the development of comprehensive prevention strategies using the public health approach and the social-ecological model (SEM). These frameworks guide the recipients to implement a range of activities to address the ways individual, relationship, community, and societal factors impact sexual violence.

This approach is more likely to prevent sexual violence across a lifetime than any single intervention and is also more likely to benefit the largest number of people and reduce sexual violence.

# Shifting Boundaries

## Curriculum Goals, Description & Implementation

### **Program Goals**

Shifting Boundaries is a two-part intervention—a classroom curriculum and schoolwide component—designed to reduce peer and dating violence and sexual harassment among middle school students by highlighting the consequences of this behavior and by increasing faculty surveillance of unsafe areas within the school. This primary prevention program aims to:

- Increase knowledge and awareness of sexual abuse and harassment.
- Promote prosocial attitudes and a negative view of dating violence and sexual harassment.
- Promote nonviolent behavioral intentions in bystanders.
- Reduce the occurrence of dating violence and peer violence.
- Reduce the occurrence of sexual harassment.

### **Target Population**

Research suggests that adolescents can experience dating violence and sexual harassment as young as sixth grade (Callahan, Tolman, and Saunders 2003). Thus, the Shifting Boundaries intervention is designed for middle school students in sixth and seventh grades.

### **Program Activities**

Shifting Boundaries is an intervention designed to reduce the incidence and prevalence of dating violence and sexual harassment among adolescents. The intervention consists of two parts: a classroom-based curriculum and a schoolwide component.

#### *Classroom Curriculum*

The classroom curriculum has six sessions that cover 1) the construction of gender roles, 2) the setting and communicating of boundaries in interpersonal relationships, 3) healthy relationships, 4) the role of the bystander as intervener, 5) the consequences of perpetrating, and 6) the state and federal laws related to dating violence and sexual harassment. The six lessons are flexible with current school schedules and are taught over 6 to 10 weeks. Lessons are taught by trained facilitators.

These six lessons use both concrete/applied materials and abstract thinking components. Two of the activities consist of students measuring their own personal space and creating “hot spot” maps of their school that highlight safe and unsafe spaces regarding dating violence and sexual harassment. The curriculum includes a fact-based component based on the idea that increased knowledge of facts and about consequences of one’s behaviors are appropriate and useful

primary prevention tools. Facts and statistics about sexual harassment, sexual assault, dating violence, and the legal definitions of all these terms are part of this fact-based component. Students explore the concepts of laws and boundaries, consider laws as they apply by gender, plot the shifting nature of personal space, learn how to help a friend in need, and learn about other sources of help. One of the last activities dictates that students sign the Respecting Boundaries Agreement, which is tied to prohibited behaviors in the school rules.

### *Schoolwide Intervention*

The second component of Shifting Boundaries is a school-level intervention. This intervention affects the entire school building and consists of revising school protocols for identifying and responding to dating violence and sexual harassment, the introduction of temporary school-based restraining orders, and the installation of posters in the school to increase awareness and reporting of dating violence/harassment. Another component helps schools work with students to identify any unsafe areas of the building through hotspot mapping. The classroom curricula and the schoolwide intervention are linked, as the student hotspot maps of unsafe areas in school are used to determine the placement of faculty or school security for greater surveillance of these areas. The building interventions are conducted on the same schedule as the classroom curricula, lasting 6 to 10 weeks.

### **Program Theory**

The design of these interventions was informed by the Theory of Reasoned Action (TRA) [Ajzen and Fishbein 1980; Fishbein 1967]. TRA explains the main elements and inputs that result in any specific behavior; it proposes that one's attitude toward a behavior consists of a belief that the behavior leads to a type of outcome and an assessment of that outcome. If the assessment of the outcome is positive, the individual may then intend to or actually carry out such behavior. Further, attitudes toward and perceived norms about the desired behavior affect the intention to change, modify, or adopt a specific behavior. The Shifting Boundaries interventions were designed to address elements of the theory, with the belief that increased knowledge would change attitudes, which in turn affects behavioral intentions leading to behavioral change (Taylor et al. 2011).

### **Facilitator Training**

If interested in the Shifting Boundaries Training for your facilitators, please contact:

Diane Eide

[Diane.eide@sdfmc.org](mailto:Diane.eide@sdfmc.org)

605-366-6322

## Parental/Guardian Consent

RPE federal funding recommends that before you begin any of the components of the Shifting Boundaries curriculum, you have received parent or guardian permission for youth to participate in the program. Sample Parent/Guardian Consent Form is in *Appendix A*. Please store signed consent forms in a locked cabinet or scan signed consent forms and store a digital copy in a secure locked folder on the computer. See *Appendix B* for more information on how to keep information secure. **\*\*Note\*\* If you plan to utilize gift cards as an incentive then we recommend using the consent form in *Appendix A*.**

## Evaluation

Evaluation and monitoring are critical to the success of implementing sexual violence prevention work. Data collected through program evaluation informs program leadership and partners on the implementation, progress, and outcomes of programs. Evaluation is a required component of the CDC RPE work, to provide information on what works (or what does not work) to reduce sexual violence and impact risk/protective factors. Evaluation provides the foundation for grantees to address the following:

- Ongoing program improvement,
- Required reporting to CDC,
- compare local, state, and national sexual violence data,
- monitor progress towards expected outcomes,
- improve programs by strategically directing training and technical assistance efforts

To help guide facilitators in completing the performance measures and evaluation forms, the Shifting Boundaries Flowchart is an optional tool for facilitators to use when implementing Shifting Boundaries.



Shifting Boundaries  
Flowchart\_Evaluatio

**All evaluation forms and surveys can be found in the next sections or by following the link & scrolling to the tab “Evaluation Tools for Funded Partners”:**

<https://doh.sd.gov/topics/sexual-health-prevention/rape-prevention-education/>

Password: SDRPE

## Attendance, Reach, and Dosage

### Attendance Form

The purpose of the Attendance Form is for facilitators to track how many classes each youth attends in Shifting Boundaries. This assists the evaluation team to gather the necessary information needed to report implementation progress to the CDC. Facilitators will list the names of youth in the first column and indicate the dates on which the youth completed each session of Shifting Boundaries.

**Directions:** Facilitators download the Attendance Form at the start of a program cycle. Complete the Attendance Form after each class. Once program cycle has ended, email the completed Attendance Form to Diane Eide ([diane.eide@sdfmc.org](mailto:diane.eide@sdfmc.org)) and Beth Walstrom ([beth.walstrom@sdstate.edu](mailto:beth.walstrom@sdstate.edu)).



Shifting  
Boundaries\_Attenda

## Entry/Exit Surveys

Youth participating in the Shifting Boundaries curriculum will be asked to take a survey before starting the program and another survey at the end. These surveys are called the Entry-Common Measures Tool and Exit-Common Measures Tool. Surveys can be completed either online or via paper/pencil.

### Electronic Surveys:

**Entry-Common Measures Tool survey link:** [https://redcap.link/entry\\_rpecmt](https://redcap.link/entry_rpecmt)

**Exit-Common Measures Tool survey link:** [https://redcap.link/exit\\_rpecmt](https://redcap.link/exit_rpecmt)

### Paper/Pencil Surveys:

Entry-Common Measures Tool	 RPE Entry CMT.pdf
Exit- Common Measures Tool	 RPE Exit CMT.pdf

## Monthly Progress Report

Each month a “Monthly Progress Report” will be required to complete. A link to the form will be sent via email on the 1<sup>st</sup> of each month and to be completed by the 10<sup>th</sup> of the month. An example of the “Monthly Progress Reports” form can be found in *Appendix C*. Once the questions are completed and submitted, we will contact the site if there are any questions or concerns.

This report will provide South Dakota Department of Health:

- Current activities/accomplishments
- Challenges
- Technical assistance/training needed
- Observed impacts of programming on youth

Information received from the Monthly Progress Reports will guide the submission of the annual report that the South Dakota Department of Health submits to the CDC.

## Quarterly Progress Report

As part of ongoing communication efforts, the SD DOH requests sites to complete a Quarterly Progress Report. This report will help sites and SD DOH organize and ensure completion of requirements outlined in their respective contracts. *Appendix D* includes an example of the Quarterly Progress Report.

*What to expect:*

- Beth & Diane will email the Quarterly Progress Form at the end of each quarter to site administrators to complete.
- Once completed, email the form back to Beth ([beth.walstrom@sddstate.edu](mailto:beth.walstrom@sddstate.edu)) and Diane ([diane.eide@sdfmc.org](mailto:diane.eide@sdfmc.org))

## Supplies

Each lesson will list the necessary supplies needed. Supplies are covered by the RPE funding and available funding can be found under the supplies/incentive line in the budget.

## Tablets

Any tablets purchased with federal funds funding need to be tracked on the **Tablet Tracking Form**. Once or twice a year the Tablet Tracking Form will be sent out to update the condition of tablet.

All tablets purchased by federal funds will be labeled and provided. **\*\*Please seek prior approval before purchasing more tablets or accessories for the tablets \*\***

## Incentives

**Incentives are based on the availability of federal funding and meeting the requirements below.** Incentives are typically used to thank the participants for completing programming and/or for completing entry and exit surveys. Each club has a budget line item 'supplies/incentive' on their RPE budgets, please make sure you have the funding available before purchasing incentives. Please limit it to around \$15 to 20 per participant.

Clubs can choose to purchase incentive items that are functional or useful items to participants such as a journal, book, pens, fidgets, water bottles or classroom supplies.

**With RPE grant: Gift Cards and Meals are not available to purchase for incentives.**

Receipts of purchased incentives need to be submitted with Invoices. Please email Sarha Barclay ([sarah.barclay@state.sd.us](mailto:sarah.barclay@state.sd.us)) if you are not sure if your incentive would meet federal regulations.

## Data Privacy and Security Requirements

*See full document in Appendix B.*

### Access to Data

Access to RPE data including attendance sheets and the entry and exit surveys should only be granted to Boys & Girls Club staff who need access.

### Secure Storage

Documents that contain personal identifiable information (PII) (e.g., completed parent consent forms, and rosters of youth) must be stored in a separate, locked file cabinet and/or on a separate secure computer server from the survey data.

Hard copies of completed surveys should be stored in a locked file cabinet. Survey responses should be separated from any PII.

Electronic data files must be stored on a secure computer server or hard drive, and all computers and other devices must be password-protected with access to data granted to only RPE project staff who need access to the data.

### **Local Data Transmission**

**\*\*All reports submitted should not include any information that could identify a youth. (ex. – last name, date of birth, putting name on surveys). This minimizes the risk of identifying the individual youth by their responses.**

When sending hard copy of completed surveys to the grantee organization and/or local evaluators, these documents should be sent in a package marked confidential via U.S. Postal Service or Federal Express. An authorized signature and show of picture identification should be required before receipt. The sender must obtain a tracking number and follow up if data are not received. Documents including PII should be shipped separately using these same protocols.

When sending electronic files to grantee organization and/or local evaluators, these files will be transmitted via encrypted email, or flash drives. Passwords should be transmitted separately from secure files.

# Appendix A: Shifting Boundaries/Guardian Consent Form

(Logo, Club name)

(Street address, City, State ZIP)

## Shifting Boundaries Parent/Guardian Consent Form

The *(insert your club's name here)* will soon be implementing sessions of the *Shifting Boundaries* curriculum, and we would like your permission for your child to participate. The *Shifting Boundaries* curriculum is a two-part intervention—a classroom curriculum and schoolwide component—designed to reduce peer and dating violence and sexual harassment among middle school students by highlighting the consequences of this behavior and by increasing faculty surveillance of unsafe areas within the school. This primary prevention program aims to:

- Increase knowledge and awareness of sexual abuse and harassment.
- Promote prosocial attitudes and a negative view of dating violence and sexual harassment.
- Promote nonviolent behavioral intentions in bystanders.
- Reduce the occurrence of dating violence and peer violence.
- Reduce the occurrence of sexual harassment.

*Shifting Boundaries* curriculum is funded through a federal grant called Rape Prevention Education (RPE) provided by the South Dakota Department of Health (SD DOH). As part of RPE guidelines, evaluation efforts inform on program implementation and outcomes. To do this, your young person will be asked to participate in an entry and exit survey at the beginning and end of the program. The survey asks questions about specific topics covered in *Shifting Boundaries* and sexual violence prevention. Surveys are anonymous, no identifying information will be shared, and your young person can skip any questions they do not wish to answer.

Please sign below where indicated and return this letter to me by *(insert date)* to secure your young person's place in this important program. Should you have any questions, I can be contacted at the number below. We thank you for your time and your support.

Sincerely,

*(Your name here)*

*(Your phone number here)*

\_\_\_\_\_ *(child's name)* has my permission to participate in the *Shifting Boundaries* program.

Print parent/guardian name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Dated: \_\_\_\_\_

# Appendix B: RPE Data Privacy Security Requirements

## Data Privacy and Security Requirements

In addition, collection of personally identifiable information (PII)—which includes any data that could potentially be used to identify a particular person, such as full name, date of birth, etc.—requires protection against unauthorized access.

Consequently, it is important to keep such data secure. The following sections describe required procedures for ensuring the protection of private information, including granting access to data, secure storage of identifying information, data transmission, reporting, and destruction of identifying information.

### Access to Data

Access to RPE data should only be granted to project staff who need access and who sign a confidentiality agreement. Staff responsible for data collection and data entry or scanning need to sign confidentiality agreements because these activities involve access to the data. Other staff may not need access or may only need limited access. For example, facilitators may collect attendance data but may not need access to completed entry and exit surveys.

### Secure Storage

Documents that contain PII (e.g., completed parent consent forms, youth assent forms, and rosters of youth with parent consent and who assented) must be stored in a separate, locked file cabinet and/or on a separate secure computer server from survey data.

Hard copies of completed surveys should be stored in a locked file cabinet. Survey responses should be separated from any PII. This can be done by:

- Not collecting PII on surveys;
- Collecting and recording PII separately (e.g., a roster) and using identification numbers on surveys; and
- Keeping completed surveys in a separate filing cabinet from rosters, consent/assent forms, and attendance sheets.

Electronic data files must be stored on a secure computer server or hard drive, and all computers and other devices must be password-protected with access to data granted only to project staff who need access to the data and who have signed a confidentiality agreement. Electronic data may also be stored on a secure CD or flash drive that is password protected and accessible only to staff who have signed a confidentiality agreement. Secure CDs and flash drives should be stored in a locked file cabinet. PII should be stored separately from survey data. This can be done by:

- Storing PII in a separate dataset from survey responses, in a different file and/or folder, or on a different CD or flash drive that can be accessed only by staff who need to know PII; or

- Locking hard-copy, consent/assent forms, rosters, and attendance sheets in a filing cabinet and using identification numbers in the electronic survey dataset.

Electronic data may be stored in the cloud as long as they are encrypted, password-protected, and accessed only on authorized computers that require password protection.

### **Local Data Transmission**

When data collectors send hard copy, completed surveys to the grantee organization and/or local evaluators, these documents should be sent in a package marked confidential via U.S. Postal Service or Federal Express. An authorized signature and show of picture identification should be required before receipt. The sender must obtain a tracking number and follow up if data are not received. Documents including PII should be shipped separately using these same protocols.

When data collectors send electronic files to the grantee organization and/or local evaluators, these files will be transmitted via encrypted email, CDs, or flash drives. The secure shipping protocols above should be used when shipping CDs or flash drives. Passwords should be transmitted separately from secure files (e.g., in a separate email message, in a voicemail message).

Data submission to the CDC will be through the DVP Partners Portal.

### **Submission of De-Identified Data to the DVP Partners Portal**

Data submitted to the DVP Partners Portal annually should not include PII about youth participants.

### **Reporting**

Reports about performance measures data should not include any information about individual youth respondents. To minimize the risk of identifying individual youth by their responses, cell sizes smaller than 10 respondents should use data suppression techniques or not be reported.

### **Destruction of Performance Measures Data**

Documents that include PII or survey data should be destroyed in a secure manner (e.g., shredding hard copies, deleting electronic files) after three years.

## Appendix C: SRAE/RPE Monthly Progress Report



### Boys and Girls Club Monthly Progress Report

Please complete by the 10th of the month. Please direct any questions to Diane Eide (diane.eide@sdfmc.org)

**Boys and Girls Club \***

**Report Month \***

Must complete a form for each reporting month

**Contact Name \***

Name of Individual completing the report

**Class Options \***

Select all classes taught in this reporting month

**Activities/Accomplishments \***

Please share any activities or accomplishments your organization would like to share – for example success story, collaboration with other organization on SRAE topics, and staff training.

**Challenges/Action \***

Please share any challenges you experienced while providing SRAE programming and any actions taken.

**iPads/Tablets Access \***

Were iPads or tablets issued to your club?

**Technical Assistance and Training**

Please describe any issues, functions, process, or additional training that your organization needs.

**Comments/Concerns/Questions**

We value your feedback. Please add any additional comments or insights.

**Completion Date**

**Appendix D: FY24 Boys & Girls Clubs Quarterly Progress Updates**

**Site Name:**

**Quarter:**

Quarter 1: June 1, 2023 – August 31, 2023

Quarter 2: September 1, 2023 – November 30, 2023

Quarter 3: December 1, 2023 – February 29, 2024

Quarter 4: March 1, 2024 – May 31, 2024

Contract Deliverables	Deliverables Status	Description of Status
<b>Trainings</b>		
<i>Anticipated Outcome: Facilitators become trained in the curriculums taught and knowledgeable of statewide and federal activities to provide quality education to youth.</i>		
Attend facilitator curriculum training prior to facilitating any approved curriculum.	Choose an item.	
Upon completion of curriculum training, submit a copy of proof (e.g., certificate of completion)	Choose an item.	
Participate in calls, meetings, trainings, activities, and conferences identified by SD DOH to ensure federal requirements of funding are met.	Choose an item.	
<b>Program</b>		
<i>Anticipated Outcome: Provide at least 2 classes to approximately 8-15 youth (recognizing class size depends on location and site operations). An optional 3<sup>rd</sup> class can be completed.</i>		
Provide and complete one <i>REQUIRED</i> class prior to September 30, 2023.	Choose an item.	

*We understand due to contract delays, a full class may not be completed prior to September 30, 2023. Please contact Sarah Barclay ( <a href="mailto:sarah.barclay@state.sd.us">sarah.barclay@state.sd.us</a> ) to discuss further if needed.		
Provide and complete the second <i>REQUIRED</i> class prior to May 31, 2024.	Choose an item.	
Provide and complete an <i>OPTIONAL</i> third class prior to May 31, 2024.	Choose an item.	
<i>Anticipated Outcome: Maintain fidelity of programs and curriculums offered.</i>		
Maintain fidelity of curriculum model without compromising the core elements and context for funding requirements.	Choose an item.	
Receive approval by SD DOH if seeking current curriculum adaptations or new curriculums.	Choose an item.	
<b>Reporting</b>		
<i>Anticipated Outcome: Adhere to reporting requirements of SD DOH deliverables and FYSB in timely manner.</i>		
Submit monthly reports on current activities via <a href="https://forms.monday.com/forms/9948d70d7ddee42390ffcc952c81fa61?r=use1">https://forms.monday.com/forms/9948d70d7ddee42390ffcc952c81fa61?r=use1</a>	Choose an item.	
Submit monthly invoice ( <a href="mailto:sarah.barclay@state.sd.us">sarah.barclay@state.sd.us</a> )	Choose an item.	
Submit quarterly invoice ( <a href="mailto:sarah.barclay@state.sd.us">sarah.barclay@state.sd.us</a> )	Choose an item.	
Conduct entry and exit surveys before and after curriculums.	Choose an item.	

Submit attendance sheets to evaluator when a cohort is completed ( <a href="mailto:beth.walstrom@sdstate.edu">beth.walstrom@sdstate.edu</a> )	Choose an item.	
Submit a final Financial Report (within 30 days following period of performance end date) <i>*You will receive an email from Sarah Barclay with a blank report to complete.</i>	Choose an item.	
<b>Other</b>		
Participate in quality improvement work as needed.	Choose an item.	
Tablet tracking: verify serial numbers during Quarter 4.	Choose an item.	

*All sites will receive an individual site brief outlining survey results from the program year and successes of program implementation in Summer 2024.*